

See & Hear

THE NATIONAL AUDIO-VISUAL JOURNAL

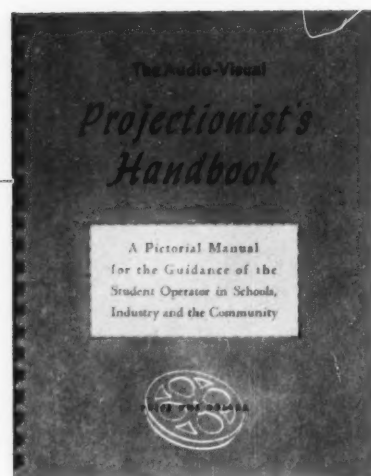


ISSUE FOUR OF VOLUME SEVEN • 1952 • PRICE TWENTY-FIVE CENTS

***If You Own a Projector—You Need
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The Audio-Visual Projectionist's Handbook

*Edited by Amo deBernardis
Portland (Ore.) Public Schools*



Schools and colleges throughout the country have enthusiastically approved the first editions of *The Audio-Visual Projectionist's Handbook*. It's the most complete and understandable guide book now available anywhere to better utilization of all types of audio and visual aids. Now arranged in section form and larger than before with additional features, new colors, new threading diagrams.

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◆ Here Are Some of the Colorful, Graphic Features Including helpful suggestions on room layout for good projection, acoustics, ventilation, darkening, etc.; formula for screen placement; diagrams on principles of sound motion picture projection; sound slidefilm projection; a chart on film care and maintenance;

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(all in two-color graphic pages)

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From
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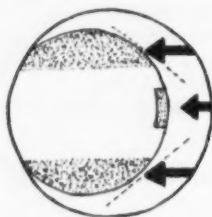
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BERTRAM drew up his chair to see the class film. He thought, "Why is it hard to understand there's no winter season at the Equator." Maybe THE SEASONS film would show it. Ten minutes later B. thought, "How simple when it's made clear with MOVING diagrams." The film did it!



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EFLA's 1952 Conference to Precede NAVA Show in Chicago

♦ The Educational Film Library Association's conference this year will again precede the NAVA trade show in Chicago, it was recently announced. Ford Lendler has been appointed chairman of the conference committee. Tentative plans call for a series of field trips and special projects in addition to the usual panel discussions and screenings.

A-V Summer Classes Announced

♦ Arizona State College, Tempe, Ariz., recently announced its summer session schedules for 1952. First semester, to begin June 2 and end July 5, will offer the following courses: Audio-Visual Aids in Education, Production of Audio-Visual Aids, Audio-Visual Education, Practicum in Audio-Visual Education.

July 7 to August 9 will be the dates for the second semester. Courses offered will include Audio-Visual Aids in Education and Administration of Audio-Visual Aids Program. Detailed information may be obtained from the college at Tempe, Ariz.

50,000 Titles Carried in New Library of Congress Catalog

♦ The Library of Congress recently issued one of the most valuable film reference books published in many years. This new publication is a monumental 1,256-page catalog that lists more than 50,000 motion pictures registered in the copyright office from 1912 through 1939. Entitled *Motion Pictures, 1912-1939*, the catalog contains much information that has up until now been available only after prolonged research in the files of the copyright office.

As time passes and old producing companies and their films are forgotten, this volume will become increasingly valuable as a reference book on films and film history. The informa-

SEE & HEAR

Camera

tion given about each film includes, insofar as possible, the sponsor, information about the published work on which the film was based, physical description, credits, claimant and date of copyright, and the author of the film story. The material for the entries, which are listed alphabetically, was obtained mainly from the record books of the copyright office, the original applications for the registration of the copyright claims, and descriptive material that was supplied at the time the films were registered.

The cumulative catalog has a 268-page index, which lists the individuals and organizations associated with each motion picture, and a "Series List," which provides the name of the copyright claimant and the title and date for each motion picture of a series. Any particular film may be located in a variety of ways—by title, producing company, copyright claimant, alternate title, name of the work on which the film was based, series title, author of the film story, sponsor, and releasing or distributing agents.

Motion Pictures, 1912-1939 is the first publication in the cumulative series of the Catalog of Copyright Entries. Work has started on a supplementary volume that will cover motion pictures copyrighted in the years 1940 to 1949. These two cumulative volumes and the subsequent semiannual issues of motion pictures and filmstrips in the regular series of the Catalog of Copyright Entries will constitute a comprehensive bibliography of United States motion pictures from 1912 to date.

The volume, which is buckram-bound, may be purchased for \$18 from the Copyright Office, Library of Congress, Washington 25, D. C.

See & Hear

"The National Audio-Visual Journal"

Office of Publication • 150 East Superior Street • Chicago 11
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Michigan Reports on A-V

"AUDIO-VISUAL PROGRAMS IN ACTION"

MAJOR LEGISLATIVE GRANTS have not as yet boomed audio-visual developments in Michigan schools but a picture of steady and often inspiring progress in putting these new tools for better learning in the hands of the teachers in school systems all over the state is reflected in the pages of a new illustrated 112-page report prepared by members of the Michigan Audio-Visual Association and edited by Ford E. Lemler, director of the Audio-Visual Education Center, University of Michigan. Copies of "Audio-Visual Programs in Action" are available at \$1.00 per copy from the Center, 4028 Administration Building, University of Michigan, Ann Arbor.

Fourteen Reports on Local Progress

Following a basic introduction which outlines important principles generalized from member reports which form the bulk of its content, the audio-visual directors of fourteen city, community and county school systems detail their budgets, problems and progress. As William G. Hart, president of MAVA, says in his foreword "the audio-visual programs reported are well-known for success in coping with the many problems of this field. They were selected so as to report patterns of organization, financial resources, audio-visual services and effective techniques."

Mr. Lemler considers, in his pre-summation, that "the audio-visual program is a complex operation." He notes that it "requires order, direction, and leadership." The tenor of the reports indicates that the "best way to provide these essentials is to centralize responsibility in an audio-visual director or coordinator with the necessary competencies of leadership and administration."

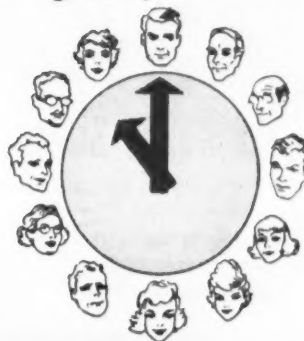
Darkening a Universal Classroom Problem

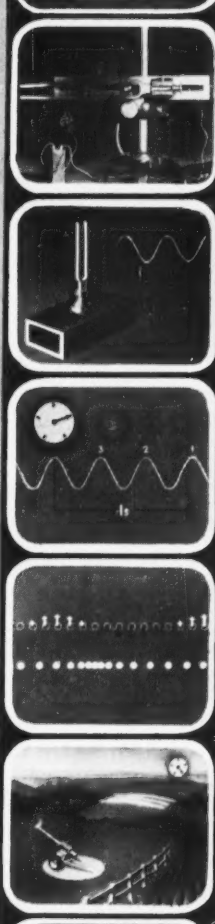
One very important area is highlighted as most of the contributors emphasize the need for adaptation of classrooms for audio-visual work. Darkening, for example, is repeatedly cited as an obstacle to successful classroom use of projected materials. Helpfully, the book also cites some specific ways in which Michigan a-v directors have solved this problem but we are also reminded that the problem is perpetuated by failure to provide facilities in new buildings. Lloyd Cartwright, who directs the Saginaw County Audio-Visual Education Center, says "Superintendents and school boards who are planning the construction of new buildings should insist that drapery track installations be specified in the architect's plans. A determined stand on the part of educators in demanding these installations is of utmost importance for the reason that the current plans for new buildings have been in the direction of admitting the maximum of natural light.

Service, this report concludes, is the keynote of every successful audio-visual program. As implementing programs, "audio-visual programs have meaning only to the extent that . . . they . . . assist the work of other departments and activities of the school." You'll value your copy of this well-illustrated, well-organized and thoroughly professional collection of "case histories" of hard work well done.

—OHC

ONE MINUTE *Pre*-PREVIEW FOR *Buoy*-TEACHERS





UNITED WORLD FILMS

SOUND WAVES

16mm sound
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SOUND WAVES is a demonstration-type film. By means of special laboratory equipment, the phenomena of sound are explained clearly and simply. A tuning fork illustrates that back and forth motion, or vibration produces sound. The properties of sound waves, such as wave length, amplitude, frequency, are likened to movement of pendulum, waves in a pool of water, and various animated symbols. On animated models, a set of beads demonstrate longitudinal waves and show that vibrating particles move along the path of waves. A clock times wave motion to explain how speed of sound waves is determined. Concluding experiments show how speed of sound is measured in air, in water and in solids.

SOUND WAVES and its companion, MUSICAL NOTES, form a practical unit for teaching the Physics of Sound in High School and College.

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• A MESSAGE TO EDUCATORS •

THERE'S A NATIONWIDE family of professional audio-visual dealers located in towns and communities throughout these United States and Canada who are more than qualified by experience and specialized facilities to serve your school's audio-visual needs.

Representing the *best* in nationally-known, fairly-priced merchandise, they subscribe to the NAVA Code of Ethics, train their personnel in modern maintenance-service methods, and consider our schools (and related institutional users such as churches and business firms) as their selected fields of *specialized* activity.

To maintain your audio-visual program at high standards of performance consult the National Audio-Visual Association dealer member in your community or in the nearest center.

WATCH FOR THE NAVA EMBLEM

It's Your Sign of Professional A-V Service!

The Budget and YOU

by Charles Hoff, Omaha Municipal University

AS I STOOD, I WATCHED—I could not but be impressed with the many fine cars on the paved highway—cars zooming in both directions at from 50 to 75 miles an hour, cars with all the conveniences man's mind could conceive.

My mind took me back to another day twenty years ago when I came to Kearney in my high-wheeled Model-T Ford from my home at Neligh. It was a day remembered because of sandy roads, high centers, a hot radiator, and, if I were lucky, only two flat tires.

But through the years our state has had an organization known as the Good Roads Association. Other states have similar groups. Through their efforts and the efforts of many private citizens in educating the public, properly informing the legislators, insisting that our automobile manufacturers, service agencies and highway contractors keep abreast of the motoring needs of our state, no one need be too ashamed of our highway systems today.

So it is with our audio-visual program in the schools. The use of such aids is not new. Every teacher in the country has used maps, charts, globes, phonographs, field trips, museums, etc. Many have used movie and slide projectors. But just as we have gone through a period of pioneering and development with our vehicles of transportation, we are now in an era of special attention to a "new vehicle" for learning.

Teachers must learn where to find films and slides for specific learning situations. They must learn how to use those films and slides most effectively to reach their objectives. But further, teachers must continue to be community leaders—to inform the public of the value and the efficiency of film for classroom teaching. The teachers must here take the place of the Good Roads Association. Teachers must explain the need to provide a better vehicle for better education.

Our communities look to our teachers for leadership. Citizens cannot all be educational specialists. School board members cannot be expected to keep informed on good teaching methods unless school administrators and teachers provide the "know-how" and the community leadership. School boards and communities will provide the finances for better education if they understand what is needed and how it will help. Audio-visual aids can be seen and touched. The proof of their value is evident in many schools of our country as well as in our successful war training programs. The job of convincing your community is not difficult if you yourself learn the values and the proper usage of audio-visual aids. But it is your professional duty to guard your community against visual education racketeers. A sound visual education program for your school cannot be "sold" to your school board by an equipment dealer who completes his job when he has the signature on an order. The purchase of equipment does not guarantee good usage. When teachers are ready and know that they need physical equipment, it next becomes their responsibility to explain that need for visual education equipment and materials to the community. •

See & Hear

NEWS LETTER

Churches Inaugurate Ambitious A-V Workshop Training Program

♦ The National Council of the Churches of Christ in the U.S.A. recently inaugurated a program of audio-visual workshops which were regarded as the most comprehensive and adequate audio-visual training program in the history of the church.

Activities scheduled for the coming summer will include the annual international workshop to be held at Green Lake, Wisconsin between August 31 and September 5, and eight regional workshops which will be held in Northfield, Mass., July 15-24; Camp Kanesatake, Penn., August 3-8; Atlanta, Georgia, May 5-9; Bloomington, Indiana, April 14-18; Wichita, Kansas, November 27-29; Georgetown, Texas, July 14-18; Pueblo, Colo., August 18-22; Redlands, Calif., August 4-8; and Seattle, Wash., October 27-31.

Pearl Rosser, director of the Ninth International Audio-Visual Workshop, explained that this year's workshop will be devoted primarily to the use of audio-visuals to present the Bible. Official brochures that describe the workshop program may be obtained from Rev. Elmer G. Million, Coordinator, 79 East Adams St., Chicago 3, Ill.

EBFilms Official Confers with European Audio-Visual Experts

♦ Robert E. Brubaker, director of overseas relations for Encyclopaedia Britannica Films, is in Europe conferring with leading audio-visual experts and government officials in England and most of the major continental countries. He is also contacting the EBF film distributors in the various countries to further develop the company's broad distribution system, according to Walter Colmes, president of Encyclopaedia Britannica Films, Wilmette, Ill.

After a stop in London, England, Mr. Brubaker goes to Paris, France, where he is visiting the headquarters of United Nations Educational, Scien-

tific and Cultural Organization to discuss the utilization of EBFilms. At Helsinki, Finland, he addresses a large convention of teachers. The remainder of his itinerary includes Oslo, Norway; Copenhagen, Denmark; Zurich, Switzerland; Munich, Germany; and Vienna, Austria. He expects to return to the United States on May 1.

Since 1945, when the company organized its overseas operations, EBFilms have been introduced into more than 70 countries, and, as of this date, EBF has an overseas organization of 29 exclusive distributors. A total of 197 of the company's 450 different films have been translated into 14 foreign languages.

S.V.E. Appoints Ed Skipper the New Southern District Manager

♦ Ed Skipper of Jacksonville, Fla., has been appointed as southern district manager for the Society for Visual Education, Inc., by John C. Kennan, vice president and director of sales.

Mr. Skipper recently completed his second tour of military duty, totaling 17 months, as a first lieutenant with the Army Engineers. During World War II, he served four years with the same group. Jacksonville, where he lives with his wife and son, will serve as headquarters as he contacts his old friends among the religious and educational audio-visual directors and dealers, and camera store proprietors throughout the South.

Coronet Films Offers Preview Library to Summer Students

♦ Coronet Films will again open its preview library of 16mm educational

sound motion pictures to summer session classes, conferences and workshops in audio-visual education.

Preview prints will be made available in limited numbers for group showings. Since this service has proved so popular in the past, it is suggested that orders be made as early as possible.

Descriptive material also will be available for use in summer sessions. Excepting transportation charges, there will be no charge for preview prints or descriptive material.

For a preview order form and a list of available material, write Coronet's sales department, Coronet Building, Chicago 1, Ill.

Offering Prizes of \$500 for 24-Hour Recording Equipment

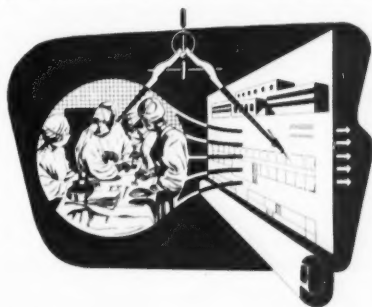
♦ Does anyone know of a simple device that will record and play back the complete New Testament on a single tape, wire or other recording medium? The Speaking Book Foundation, Inc., is looking for one, but, since that's a 24-hour run there doesn't seem to be any in existence.

The Foundation is therefore offering \$500.00 in prizes for the best inventions to meet the need, according to Marcus W. Hinson, director. He also believes there is an increasing need for such long-play equipment in industry, schools and institutions.

A contest closing May 12 is being conducted by the Foundation. A first prize of \$100.00 will be awarded for the best modification to 24-hour playing time of equipment already on the market. Another first prize of \$400.00 will go for the best device especially engineered to specifications in the contest rules.

Illinois Librarians to Study A-V Service in Summer School

♦ Audio-visual service in libraries will be among the topics considered at the Summer Institute for Librarians-in-Service to be held by the University of Illinois Library School June 8-13. The institute will meet at Rob-
(CONTINUED ON THE NEXT PAGE)



NEWS - LETTER

(CONTINUED FROM PRECEDING PAGE)

ert Allerton Park, the university's country estate in Monticello, Ill.

Main purpose of the institute is to provide an organized program which will help practicing librarians stay abreast of current trends in fields of special interest and provide a direct opportunity to see and discuss new methods, materials and equipment.

Silver Burdett Appoints Rizzie

♦ Appointment of Melvin L. Rizzie as director of its newly-created audio-visual division has been announced by the Silver Burdett Co. Prior to this appointment, Rizzie served as director of audio-visual education, State University of New York, State Teachers College, New Paltz, N. Y. He was vice-president of the New York Audio-Visual Council during the 1950-51 academic year.

Theodore Bennett Goes to Japan

♦ Theodore E. Bennett has resigned his post as supervisor of audio-visual aids for the Schenectady, N. Y., school system to take a supervisory post with the American embassy in Tokyo where he will do motion picture work.

Bennett, who also resigned as director of the Schenectady museum, left recently for Washington for a six-week briefing period in his new job.

Joining the Schenectady schools in 1947, Bennett first served as coordinator of radio and television programs and had charge of radio classes and workshops. He was appointed head of the audio-visual department in 1949.

Ralph Wagner Joins EB Films

♦ A new field representative, Ralph Wagner of Danville, Ill., has been added to the sales staff of Encyclopaedia Britannica Films. Dennis R. Williams, the firm's vice-president in charge of film distribution, has announced.

Wagner takes the post of district manager for Missouri, replacing Dolph Lain, who will take over the district managership for Oregon, with headquarters in Portland.

A graduate of Western Illinois State College, Macomb, Wagner has been teaching social science in the Danville high school for the past three years.

Maurice C. McCann Outlines Need for Improved Film Study Guides

♦ Received in the office recently was a report from Maurice C. McCann, chairman of the WDAVI study guides committee. Its concern with a vital problem in audio-visual communication would seem to call for quoting it in full.

"The consensus of opinion of those interested in Audio-Visual education indicates that there is a definite need for study guides, particularly film study guides for teachers. Most of the film producers have well prepared and attractive guides to accompany their films. However, these guides are not made use of as extensively as they should be. In most cases the study guide is not received in advance of the film, and the teacher does not have enough time to plan and prepare the film presentation and lesson. Too often study guides are filed away and forgotten or the person in charge fails to send them out to the right people at the right time. It is logical to assume that much of the value of the film presentation is lost if a film lesson plan is not available or used at the proper time. Some think it should be mandatory that there is a written suggested plan of use for all films as well as other audio-visual materials such as filmstrips, slides, recordings, and transcriptions. The manner of use of such a study guide should be optional with the teacher who knows his own teaching situation and pupil requirements best. Whatever the source of films, should they be school owned, or through a state or private film center, the study guides should precede the film by two or three days. In event that this cannot be done or if the guides are not satisfactory, the teachers who use the films should pool their knowledge and write their own guides. Study guides written by teachers usually are more satisfactory. They may be sent out by someone assigned to the job in each building, in advance, to each teacher and returned to be used again.

Make Them Brief, Effective

"In a recent survey of study guides of latest films, it was found that most guides consisted of one sheet 8½ x 11" paper printed on both sides. Perhaps it is best to be sure of its use by making it brief and effective. Teacher

written guides could be mimeographed. Actually state institutions distributing films should send out study guides as well as films. These could be a help if teachers wished to write their own. The format should be one that is most practical, effective and convenient to use.

"The content of a study guide is somewhat dependent upon the level and type of film. It is desirable to have illustrations and pictures if the guide is printed. According to our survey, the most necessary requisites are title, length, black and white or color, sound or silent, cost, recommended subject area, introduction, or story of film, related films, vocabulary, suggested study activities, books available on subject and test questions.

Other Key Points Noted

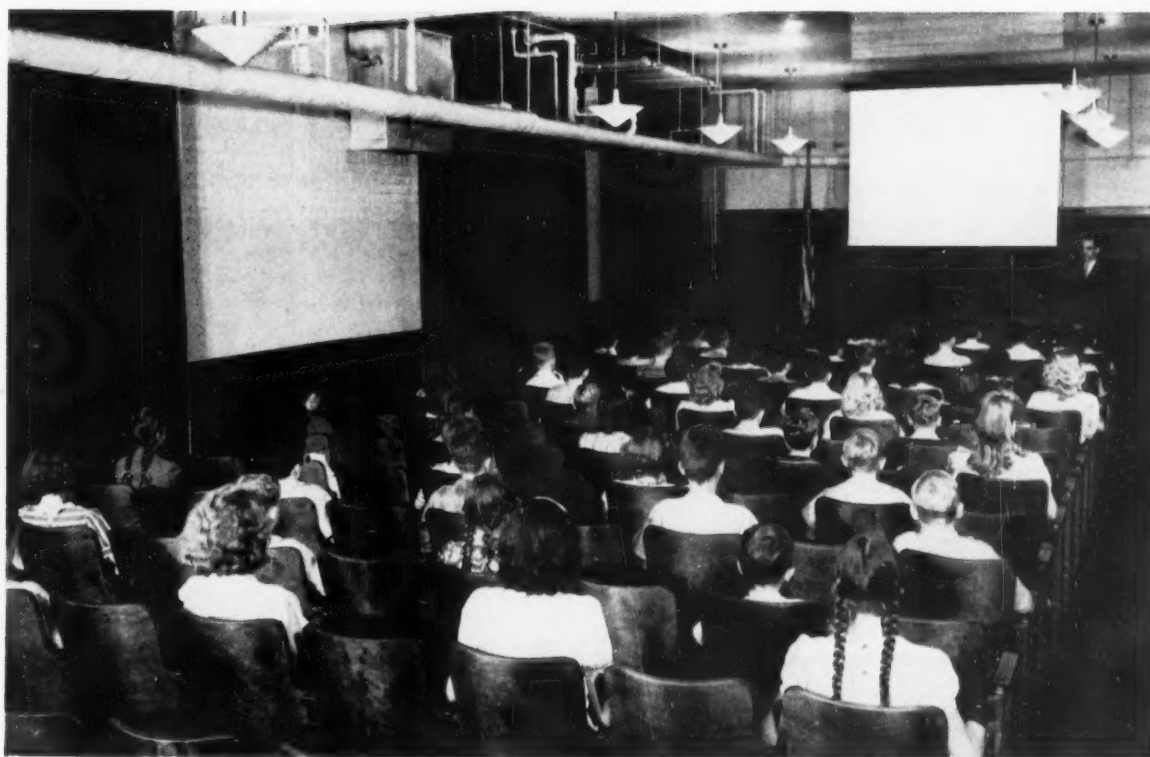
"Other points to consider in writing a study guide are: difficult pronunciations, what to do before showing, points to look for, what to do after showing, review or discussion questions, answers to quiz questions, and sequences of scenes or continuity.

"The question of adequate study guides is now an important factor in the forward progression we must make in the continued use of Audio-Visual materials. It is a challenge to those interested in Audio-Visual Education to fulfill this need for satisfactory study guides for teachers."

"Backgrounds of Our Freedom" Now Distributed by Heritage

♦ Heritage Filmstrips, Inc., has now assumed the national distribution of all its filmstrips. They were formerly available through Association Films.

In response to a demand that followed the issuance of the original six filmstrips of the *Backgrounds of Our Freedom* series, Heritage has speeded up its production schedule and promises early issuance of the second six in the series. The original six are: *Causes of the American Revolution*, *The Anti-Slavery Crusade*, *Causes of the French Revolution*, *The French Revolution*, and *The Triumph of Parliament*. The six now in production concern the Bill of Rights, women's rights, and democracy in the 20th century. Heritage Filmstrips headquarters are at 39-11 63rd Drive, Rego Park 74, N. Y.



Our goal is to equip classrooms for a-v utilization; when finances or facilities do not permit, an audio-visual center such as this installation at the Elroy School serves both school and community.

Visual Education Room: Community Center

by O. H. English of Brentwood's Elroy School, Pittsburgh, Pa.

THE AUDIO-VISUAL EDUCATION ROOM that is pictured was reconstructed for educational purposes from two idle, unattractive basement rooms. This special room, which in reality is a model auditorium with a miniature stage, serves many purposes. It contains 153 seats with folding tablet arms and will accommodate one or more classes, or will serve as an ideal meeting place. The heavy velvet pull draperies not only beautify but enable the room to be darkened for visual education purposes in about a half a minute.

It was converted last winter, and since that time it has become the headquarters for a functional program of visual education in the Elroy School as well as a center for community participation.

It becomes automatically a Community Service Center that is an integral part of the school program, serving the needs of the children as well as the adults. The room is designed to utilize all phases of audio-visual education—motion pictures, slides, opaque projection, electrical transcriptions, radio, public speaking, dramatics, music programs, music instruction, and assembly programs of various types.

All parent-teacher activities, Boy Scout and Girl Scout work, local Y.M.C.A. projects, civic forums, and countless

reciprocal school-community relationships prevail within this service center. Many programs originate here that are built around the community idea. In addition, the long corridor running along the outside of this room has been remodeled and in one corner kitchen fixtures were provided by the P.T.A. for use by teachers, pupils, and parents.

The name "Community Service Center" was probably first employed by Teachers College, Columbia University to bring to focus the idea that education is a community force. "As such, schools should be working *in, with, and for* the community and not apart from the community."

Audio-visual education takes on a very broad meaning in a center such as this set up to help students and educational workers develop ways and means by which they may serve their school and community better.

Brentwood points with pride to the establishment of this vitalizing service center created from idle rooms and stored equipment. It has motivated finer pupil-pupil and school-neighborhood relationships; has inspired more home-school relationships; has increased participation in activities that influence children and has placed greater emphasis upon use of the school building by the community. Others may profit by our experience. •

They Bring Films to the Handicapped

ST. LOUIS' VOLUNTEER FILM ASSOCIATION SETS A GOOD EXAMPLE

by Marion Strauss



THE TEACHER uses her Visual Education catalog and sends her film request to the Volunteer Film Association.



DIVISION OF A-V EDUCATION truck (St. Louis' schools) delivers requested film to Volunteer Film Assn. office.



VOLUNTEER FILM ASSOCIATION operators take equipment and films selected by his teacher to the handicapped pupil for his next regularly-scheduled showing.

AN EXCITING PLAN of visual education has been put into effect in St. Louis through the fine co-operation and co-ordination of (1) the teachers of the home-bound, (2) the Division of Audio-Visual Education of the St. Louis Public Schools, and (3) a private agency called the Volunteer Film Association.

The Volunteer Film Association is a twelve-year old organization of men and women volunteers, who take projectors and motion picture films into the homes of the handicapped of all ages and also into hospitals and other institutions, giving shows as a form of recreational therapy with the approval of the patient's physician.

While the Association was still young, the Superintendent of Instruction of the St. Louis Public Schools granted the Volunteer Film Association the privilege of borrowing films from the library of the Division of Audio-Visual Education on the basis of the large number of school-age children the Association was caring for.

After the St. Louis home-teaching program had become well established under the Pupil Welfare and Adjustment Division of the Public Schools, the plan for bringing school movies to the home-bound pupils was further developed. This is how the plan works. When a home-taught child is also a patient of the Volunteer Film Association, the teacher may request a showing of any film in the catalogue of the Division of Audio-Visual Education. The Division of Audio-Visual Education lends the film to the Volunteer Film Association, and a Volunteer Film Association operator shows the film at the child's next regularly scheduled show. The teacher is not present, but she has had the opportunity of familiarizing herself with the film, the handbook, and the catalogue description. The film, you see, supplements her teaching, and she can use it as the classroom teacher does.

There have been excellent results, and everyone participating in the program is most enthusiastic. •

Ask Yourself: How Can I Serve?

★ The examples of school-community cooperation are beyond recounting in these United States but there's always room for a new idea. This brief report on the work of St. Louis' Volunteer Film Association suggests one new area of cooperation; there are countless others in the fields of community recreation, of discussion programs, through formation of community Film Councils, etc.

The school *belongs* to the community but they are interdependent. While the "open door" policy of maintaining evening hours in the school auditorium or visual room may be hard on the budget, there's constant community value in such functional use.

Are your 16mm sound projectors locked away after hours? Student or volunteer adult operators on the faculty

or from the PTA can protect against needless damage but the equipment belongs in use. Familiarity with the many excellent discussion films, with recreational materials and publicity to interested audience groups might even help your school acquire new modern equipment when needed.

Ask yourself: how can I serve?



THE CHILD SEES the 16mm educational motion pictures in the presence of family and friends.



ON TEACHER'S NEXT VISIT, she and the pupil discuss the picture and its application to the curriculum area studied.



VOLUNTEER FILM CONFERENCE shows those individuals responsible for the program as they evaluate results.

Cooperation Helps Make a Film

We Filmed Our Ideas

by Evelyn Hoke, Ball State Teachers College

ON THE OPENING DAY OF CLASS, Miss Grace Woody, Associate Professor in Physical Education, invited class members to state their interests in what the course, Recreation, should include. Student interest was high! When we were done, we all agreed that our ideas were good—so good that they should be documented in understandable graphic terms; so, we made a motion-picture report for other teachers to see and profit by.

Here's our story of play materials in the *Elementary Grades*.

We wanted to do something about providing activity for play periods! There were good reasons why unanimous agreement prevailed: First, in considering better use of free time in or out of school, the class subscribed to the notion that facilities were insufficient for indoor play periods. There was usually a dearth of indoor game and toy kits and often, inadequate planning was done. Secondly, since as college students, they were training for teacher and-or parenthood, a study of this vital topic would surely be of lasting benefit.

Here's Our Six-Part Plan for Term Work

The plan for the term's work was structured something like this:

1. Start by investigating some of the present conditions governing play periods.
2. Make an evaluative study of available resources.
3. From these total findings, list a starting set-up of plans and kits.
4. Create ideas about ways for securing minimum needs.
5. Promote putting these plans and materials on trial in some schools.
6. Retain lists, sets of drawings, direction sheets, and write a documentation of the developments as each of the above is completed.

Finally, as a part of the record, make a motion picture, *Play Materials in the Elementary School*.

Students Do the Field Research

The students consulted with children, teachers, and parents to gather first hand information. They found that children should be allowed to obtain and make materials; use and care for tools, games, and accumulated materials.

Teachers admonished them to gather a host of games and toys so that a child of any age could suit his day, to ponder, to manipulate, to push, to dramatize, or to build. Without hesitation, they came to me as Director of Teaching Materials Service. Naturally this seemed to be another big opportunity for the Service to further the role of the OPEN WORKSHOP, which is maintained for the purpose of producing instructional materials.

Straightaway general supplies were inventoried and needs listed in light of some of the students' sketches for the construction series. In addition to the hopper of scrap

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We Filmed Our Ideas:

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supplies, the Teaching Materials Center secured gratis a truck load of discarded wooden boxes and a sizable load of top-grade kiln-dried hard woods from the trash heap of a lumber company in another county.

By purchase, the Teaching Materials Service added ready-made games, and bought such miscellany as paints, oilcloth, canvas, duck, and attractive puppet stage stuffs.

The materials made either by individuals or class units in this audio-visual laboratory are absorbed into the school's collection so that they become available for demonstration and use by the campus at large.

Completion of the games was hastened. Meantime, the class made arrangements for us to transfer the kits to Riley Elementary School in Muncie where the children would use the materials noon hours during the closing weeks of Miss Woody's course.

We Find Good Lighting Is Essential

Then the film making began! In spite of the schedule limits and the handicap of having a very simple assortment of tools, ideas were plentiful. Film shooting was confined to two noon hours. We had planned to operate with a minimum of technical equipment. We wanted to prevent the distraction due to having lighting equipment in the way. Also, since we were striving for a pure documentary record, we planned to forego the complexity of rehearsals before shooting the action. Critics, of course, have reminded us that it is evident that we allowed shooting conditions which were under par. I now advise that one should use ample lighting and overlook the possibility of intrusion because children are miraculously free of camera shyness when so intent upon their activities.

Among the film sequences of the children at play, it is easy for the audience to share experiences along with the young actors. For example, one can readily identify the child's sensation of balance and imbalance which combine to fortify or deter progress in a trial walk on the *walking beam*. The element of practice is apparent in the faltering steps of some as they negotiate this nine-foot trip



on the beam which is only some four inches above the surface of the floor.

Further in the film, one is convinced that there is a fertile field for providing for the play periods of the older children. Singly or in groups they were equally diverted with this new supply of puzzles and games. Their responses would lead to the advocacy that they "enjoy play as much as the little folks" and hence need as many games.

Reaction to Our Project Is Enthusiastic

The final sequence of the film, though very brief, gives glimpses of "Woody" and the class in the Teaching Materials Service WORKSHOP busy with the preparation. Here learning was no chore and the interest was genuine. Of course, the class was delighted with the film. (However, this group was not unique in its enthusiasm and gratitude to us for the creative help offered in this laboratory. This is a very enjoyable part of our Services.) These students left Play Education daily, virtually refreshed. Of course, one aspect of the situation plagued them—namely, that there were more ideas than could be executed within time and resource limits.

In the main, the film *Play Materials in the Elementary School* has a two-fold purpose. First, it is a sort of documentary record which is intended to suggest several preliminary understandings and to share some planning which may be of assistance to those people who are interested in providing for programs of play. Secondly, the film is a kind of demonstration piece showing a pattern; or at least one example of the operations whereby a school service produces non-projected and projected instructional materials. This film is a silent motion picture record of a combined teachers' college and grade school experience. Though the majority of similar Library projects are not filmed this was taken because the class wanted it.

Result: a Pictorial Record of Cooperation

The film, being a vehicle for telling the story of the cooperation between this teachers' college class, the school, and the audio-visual laboratory in tackling the problem of what-to-do for indoor play, has been seen by scores of people. They have been chiefly teachers, camp counselors, and administrators seeing it either as a result of renting it or of purchasing it. School administrators have said that this whets their interest in the multi-sided approach to learning. Moreover, the scheme of putting the devices on trial increases the value which they and their teachers attach to the widening opportunities for selecting and evaluating instructional materials via the motion picture film.

SEE & HEAR INVITES YOUR ARTICLES

★ Your school and community experiences in producing and applying audio-visual materials can help others! The Editors invite articles for consideration and review, subject to space limitations. Both mss. and pictures will be promptly returned if unusable. Send to SEE & HEAR: 150 E. Superior, Chicago 11. After May 1st: 7064 Sheridan Road, Chicago 26.

Audio-Visual Equipment Review

RCA Offers Player Package With Educational Records

♦ New and improved facilities for music education in elementary schools, utilizing for the first time in this field the 45-rpm system of recorded music, are being made available by RCA Victor, it has been announced by the company's Education Division.

The new facilities consist of a new 45-rpm table phonograph, featuring an 8-inch electro-dynamic speaker and continuously variable tone control, and 370 specially recorded compositions comprising the RCA Victor basic record library for elementary schools.

The new phonograph achieves a tone quality comparable to that of most console phonographs, the company stated, and is a sturdy, compact instrument, well suited for classroom use. The 7-inch, wafer-thin, plastic records have two advantages. They are non-breakable and require only a minimum of storage space.

The library has three basic divisions, a rhythm program, a listening program, and a singing program, plus special material. Extensive notes for teachers have been prepared by well-known authorities for each of the 370 compositions and are included with the library.

The new phonograph and the 45-rpm library are being offered at a special suggested combination price of \$109.95. A direct mail campaign by RCA Victor distributors is planned to bring the offer to the attention of educators.

* * *

Recorders and Tape Sent GI's by Revere and Minnesota Mining

♦ Miles of "Scotch" sound recording tape and 12 Revere tape recorders left St. Paul, Minn., for the American GI's in Korea on March 17, as part of the "Talking Letter" program between the boys at the front and their families back home.

The recorders and tape are a gift to the army service clubs in Korea from the Revere Camera Company, Chicago, manufacturer of the recorders and Minnesota Mining and Manufacturing company, St. Paul, makers of "Scotch" sound recording tape.

Governor C. Elmer Anderson, of

Minnesota, officiated at an informal send-off ceremony in St. Paul and personally tape-recorded a "talking letter" to General Matthew B. Ridgway and General James A. Van Fleet. Duplicate tape-recordings of the governor's message went to each of the six stationary army service clubs behind the lines in Korea where the tape recorders will be located for use by the fighting men.

There were 4,300 special "talking letter" reels of sound recording tape—nearly half a million feet of magnetic tape—each capable of holding a ten-minute recording. In all they will provide some 48,000 minutes of "talking letter" conversation between GI's and their families in the United States.

Recipients of "talking letters" from servicemen can take them to any Revere dealer where they can listen to them and also record a return message to the serviceman free of charge.

1,000-Watt Filmstrip Projector

♦ DuKane Corporation of St. Charles, Ill. has announced a new 1,000-watt, electrically-operated filmstrip projector. A new "synchrowink" electrical film advance changes the pictures one frame at a time.

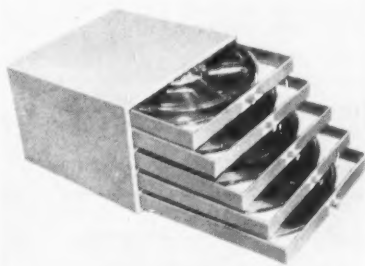
"Tape-Chest" Stores Recordings

♦ Recently introduced by Reeves Soundcraft Corp., New York City, is a five-drawer "Tape Chest" for filing tape recordings. The unit is made of lined boxboard, colored blue.

Produced in two sizes, for 625- and 1250-foot reels of tape, the chest is offered free to the consumer with the purchase of five reels of tape in either size.

Each drawer holds a single reel of tape and has an identification label.

The Soundcraft "Tape Chest"



The 3-M Tape Shipping Carton

Shipping Carton Protects Tapes

♦ A new corrugated fiberboard carton for mailing and remailing individual reels of sound recording tape has been announced by the Minnesota Mining and Manufacturing Co. Said to provide added protection with minimum weight, the carton folds around the standard sound recording tape box and is taped shut.

The carton is made in four sizes—for four-inch, five-inch, seven-inch and 10½-inch reels. Space is provided for address, return and for postage.

Show New Tape Recorder Unit

♦ Introduction of a new portable tape recorder, designed for operation with the user's own audio amplifier and speaker, has been announced by tapeMaster, Inc., Chicago.

The new unit, Model PT-121, includes a tapeMaster tape transport mechanism and matching self-powered pre-amplifier with push-pull super-sonic bias-erase oscillator, fully wired and ready to plug in.

Operating at the RTMA standard tape speed of 7.5 inches per second, the PT-121 has a maximum speed variation of 2 per cent (95 to 125 volt AC line variation). Recording time is one hour.

Optical-Magnetic Projectors Due

♦ The adaptation or re-design of 16mm sound projectors to accommodate simultaneous use for magnetic tape recording and reproduction finds at least five major manufacturers with models either out or soon due in this field. Ampro Corporation, Bell & Howell, Eastman Kodak, RCA Visual Products, and Victor Animatograph are among the announced makers of this equipment. Bell & Howell have also announced magnetic coating of films as a company service. Full details will be given in future issues.

A NATIONAL DIRECTORY OF VISUAL EDUCATION DEALERS

EASTERN STATES

• DISTRICT OF COLUMBIA •

Brenner Photo Co., 933 Penn Ave. N.W. The complete Photo Dept. Store.

Jam Handy Organization, Inc., 1730 H. Street, Washington 6.

• NEW HAMPSHIRE •

A. H. Rice Co., Inc., 78 West Central Street, Manchester.

• NEW JERSEY •

Slidecraft Co., South Orange, N. J.

• NEW YORK •

Association Films, Inc., 35 West 45th St., New York 19.

Council Films, Inc., 50 N. Main St., Homer, N. Y.

Jam Handy Organization, Inc., 1775 Broadway, New York, N. Y.

Visual Sciences, 599SH Suffern.

• PENNSYLVANIA •

Jam Handy Organization, Inc., 930 Penn Ave., Pittsburgh 22

Karel Sound Film Library, 214 Third Ave., Pittsburgh 22.

SOUTHERN STATES

• FLORIDA •

Norman Laboratories & Studio, Arlington Suburb, Jacksonville 7.

• LOUISIANA •

Jasper Ewing & Sons, 725 Poydras St., New Orleans 12.

• MISSISSIPPI •

Jasper Ewing & Sons, 227 S. State St., Jackson 2.

• TENNESSEE •

Southern Visual Films, 686-689 Shrine Bldg., Memphis.

MIDWESTERN STATES

• ILLINOIS •

American Film Registry, 24 E. Eighth Street, Chicago 5.

Association Films, Inc., 206 S. Michigan Ave., Chicago 3.

Jam Handy Organization, Inc., 230 N. Michigan Ave., Chicago 1.

Swank Motion Pictures, 614 N. Skinker Blvd., St. Louis 5, Mo.

• IOWA •

Ryan Visual Aids Service, 517 Main St., Davenport.

• MISSOURI •

Swank Motion Pictures, 614 N. Skinker Blvd., St. Louis 5, Mo.

• MICHIGAN •

Jam Handy Organization, Inc., 2821 E. Grand Blvd., Detroit 11.

• OHIO •

Academy Film Service, Inc., 2300 Payne Ave., Cleveland 14.

Sunray Films, Inc., 2108 Payne Ave., Cleveland 14.

Jam Handy Organization, Inc., 310 Talbott Building, Dayton 2.

WESTERN STATES

• CALIFORNIA •

Coast Visual Education Co., 5620 Hollywood Blvd., Hollywood 28.

Jam Handy Organization, Inc., 7046 Hollywood Blvd., Los Angeles 28.

Association Films, Inc., 351 Turk St., San Francisco 2.

• OREGON •

Moore's Motion Picture Service, 306 S.W. 9th Avenue, Portland 5.

• TEXAS •

Association Films, Inc., 1915 Live Oak St., Dallas 1.

Audio Video, Incorporated, 4000 Ross Avenue, Dallas 4, Texas.

George H. Mitchell Co., 712 N. Haskell, Dallas 1.

• UTAH •

Deseret Book Company, 44 E. So. Temple St., Salt Lake City 10.

CANADA

Audio-Visual Supply Company, Toronto General Trusts Building, Winnipeg, Man.

Reference Shelf

Folder Available That Lists "Free Films for Home Economists"

♦ Association Films, Inc., New York, announces a new folder describing films for home economics groups that are available free through their services. The folder, *Free Films for Home Economists*, lists 41 films dealing with cooking and food preparation, home sewing, diet and nutrition, food production, health and hygiene, financial security education, and good grooming.

The films are 16mm sound, and many of them in color. They may be borrowed at no charge except transportation. Copies of *Free Films for Home Economists* may be had by writing Association Films, Inc., 35 W. 45th Street, New York 36, N. Y.

* * *

Reference Guide to Government Films Recently Made Available

♦ A useful reference guide to all government films was recently published by the U. S. Office of Education. Containing information on current government motion pictures, filmstrips or slidefilms, the new catalog carries the self-explanatory title *3434 U. S. Government Films*. It may be purchased for 70c from the Superintendent of Documents, Washington 25, D. C.

Also available for general reference use is the new *Directory of 2002 16mm Film Libraries*. This is a state-by-state and city-by-city list of sources from which 16mm films can be borrowed or rented. Under each library listed is shown the approximate number and types of films it distributes and its distribution areas. Available from the Superintendent of Documents for 30c.

* * *

New Language Booklet Now Available for Free Distribution

♦ *The Language Laboratory* is ready for distribution, according to John E. Medaris of Educational Laboratories, Inc., of Washington, D. C.

This booklet is a reprint of a section of the Monograph Series on Languages and Linguistics, of the report on the second annual round table meeting on linguistics and language teaching held at Georgetown University. It will be sent without charge upon request to Educational Laboratories, Inc., 1625 Connecticut Avenue N.W., Washington 9, D. C.

An Essential Guide to Over 2,900 Essential Pictures

The INDEX OF TRAINING FILMS

THE COMPLETELY revised Third Edition of The Index of Training Films now provides education and industry with the only complete and up-to-date film listing of its kind—specializing in the factual and technical motion pictures and slide-films of, by, and about industry. It's a "must" for shop classes, training groups of all kinds, and for general educational background reference in this national defense period.

There are over 2,900 films (and their sources) listed and described from Aviation to Woodworking; the Index also includes such related subjects as Engineering, Industrial Relations, Production Methods, and Time and Motion Study Films. Invaluable as a starting point for vocational school film programs, small plants or large, where only a projector and postage fund is needed to maintain a film program.

For national defense programs, there are whole sections devoted to films on aviation, electronics, machine shop. Materials and metals are covered in detail from Aluminum to Tin. Plastics, Refrigeration, and other key industrial fields are also included with liberal selections of films. Junior and Senior High School groups will find excellent subject matter for Science, Economics, Shop, and other classes.

An introduction shows how simple it is to obtain these films and gives data on related sources such as Safety Films, etc.

*Includes Over 2,900 Films
and Sources in These Fields:*

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Materials & Metals
(Aluminum to Tin)
Office Practice Films
Optics-Photography
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Physics Fundamentals
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FILMOSOUND

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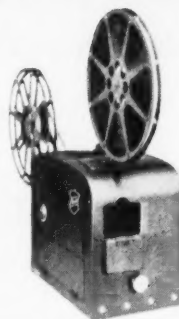
When the Denison, Texas, Schools decided to purchase new projectors, selection was an easy matter. They looked at the record of the one they had used for 12 years—a Filmosound. Its fine performance and minimum maintenance plus the fact that it still is completely satisfactory caused them to choose Filmosound again.

There is little debate these days about the value of movies as an educational aid. It is also agreed that nowhere is good, unobtrusive projection more essential than in the classroom.

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